School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Vista del Lago High School	34673300113571	May 15, 2025	August 14, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Vista del Lago High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 4
School Vision and Mission 4
School & Community Profile 4
Educational Partner Involvement 5
Resource Inequities 5
Comprehensive Needs Assessment Components 5
- California School Dashboard (Dashboard) Indicators 6
- Other Needs 6

School and Student Performance Data 7
- Student Enrollment 7
- CAASPP Results 9
- ELPAC Results 13
- Student Population 16
- Overall Performance 18
- Academic Performance 20
- Academic Engagement 27
- Conditions & Climate 30

Goals, Strategies, & Proposed Expenditures 32
- Goal 1 32
- Goal 2 35
- Goal 3 38
- Goal 4 41
- Goal 5 44

Budget Summary 46
- Budget Summary 46
- Other Federal, State, and Local Funds 46

Budgeted Funds and Expenditures in this Plan 47
- Funds Budgeted to the School by Funding Source 47
- Expenditures by Funding Source 47
- Expenditures by Budget Reference 47
- Expenditures by Budget Reference and Funding Source 47
- Expenditures by Goal 47

School Site Council Membership 49
English Learner Advisory Committee (ELAC) 50

Recommendations and Assurances 51
Instructions.....52
Appendix A: Plan Requirements 59
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 62
Appendix C: Select State and Federal Programs 65

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Vista del Lago High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

At Vista del Lago, administrators and teachers work toward ensuring equity in learning through professional learning communities that provide high quality instruction, common assessments and data driven intervention and support. We continue to focus our efforts on the academic, social, and emotional needs of our students through our curriculum, Advisory, and Flextime Intervention program.

School Vision and Mission

Mission:
Vista del Lago High School is committed to providing a positive and relevant learning environment where every student is prepared for 21st-century college and career success.

Vision:
Vista del Lago High School is a Professional Learning Community dedicated to ensuring that each student gains the knowledge and skills necessary to demonstrate outstanding academic and personal achievement. In partnership with students, parents, and the community, we are dedicated to developing engaged and ethical young adults who approach learning with courage, compassion, and resilience in a diverse and changing global community.

School & Community Profile

Vista del Lago High School is one of two comprehensive high schools in Folsom. Folsom has rapidly grown into an economically advantaged community with an increasingly diverse population with a median age of 40.9 years. Approximately 55.9% of its inhabitants are White, 18.2% are Asian, 7.69% are Hispanic, 4.38% are Black, and 5.78% identify as two or more races. According to the 2022 census data, the median household income is approximately $135,000 annually.

The growth and development of the community in the last few years have led to large population growth at Vista del Lago High School, resulting in an overcrowded campus and impacted facilities. While built to support 1600-1700 students, Vista del Lago has a current enrollment of just under 1900.

The latest information from Ed-Data shows that just over 5% of our students are at the poverty level; less than 1% of our students are homeless and, we currently have less than .5% foster youth students; 1.3% of our students are English Learners (EL). Our socioeconomically disadvantaged students are 7.1%.

Folsom Cordova Unified School District comprises two communities located in Sacramento County along US Highway 50 and is home to more than 20,000 Pre-K through adult students. There are twenty-two elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Educational Partner Involvement

How, when, and with whom did Vista del Lago High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Vista del Lago utilized a variety of outreach efforts for the review, update, and development of the SPSA.

We receive parent and community input through the following meetings:
Monthly PTSO meetings.
Monthly Athletic, Music, and Drama booster meetings
School Site Council meetings

- September 26, 2024
- November 21, 2024
- January 16, 2025
- February 13, 2025
- April 11, 2025
- May 15, 2025

ELAC Meetings:

- February 13, 2025
- April 11, 2025
- May 15, 2025

We receive student input from the following:
Monthly Student Advisory Board Meetings
Student Advisory surveys
Meetings with Associated Student Body Leaders and Student Senators
Monthly Principals Advisory meetings with all interested students

We receive staff input through the following:
Weekly Leadership Team meetings
Weekly School Culture meetings
Bi-monthly Equity Team meetings
Monthly Academic Intervention Meetings
Monthly Department Leader meetings
Weekly Counselor meeting
Monthly certificated meetings
Quarterly classified meetings
Bi-yearly staff surveys

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Vista del Lago is not eligible for ATSI or CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The ELA performance indicator is in the orange category for students with disabilities. The suspension rate indicator is in the red category for students with disabilities and the orange category for Filipino and socioeconomically disadvantaged students. The college and career indicator is orange for our students with disabilities.

To better address these performance gaps for our students with disabilities, steps taken include increased professional development and collaboration for our general education and special education teachers. Resources will continue to be provided to build the capacity of our teachers in this area to better support students with disabilities.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Performance indicators that are two or more levels below when compared to our "all student" performance include our students with disabilities in suspension rates, the college/career indicator, English Language Arts, and Mathematics. Our socioeconomically disadvantaged students are also two or more levels below "all students" in the college/career indicator and graduation rate. Steps taken to address this performance area include increased professional development and collaboration for our general education and special education teachers. Resources will continue to be provided to build capacity of our teachers in this area to better support students with disabilities.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Vista del Lago High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.28%	0.23%	0.29%	5	4	5
African American	1.12%	1.26%	1.20%	20	22	21
Asian	24.71%	26.82%	29.49%	441	468	516
Filipino	2.58%	2.64%	2.80%	46	46	49
Hispanic/Latino	10.31%	10.6%	10.40%	184	185	182
Pacific Islander	0.28%	0.29%	0.29%	5	5	5
White	55.46%	53.01%	50.17%	990	925	878
Multiple/No Response	5.27%	5.1%	5.20%	94	89	91
			Total Enrollment	1,785	1745	1750

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	414	446	428
Grade 10	457	410	453
Grade 11	429	454	404
Grade 12	485	435	465
Total Enrollment	1,785	1,745	1,750

Conclusions based on this data:

1. Our enrollment continues to increase due to construction in our city. Enrollment for the 2024-2025 school year will increase by approximately 100 students.
2. While the white subgroup is still the majority, there continues to be increases in the diversity of our student population.
3. With decreases in our enrollment following Covid, Vista began accepting students through school choice. We continue to support school choice as space is available at the grade level and/or program, but numbers of school choice acceptance have needed to decrease.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	16	19	23	0.6%	0.9%	1.3%
Fluent English Proficient (FEP)	346	361	382	17.3%	19.4%	21.8%
Reclassified Fluent English Proficient (RFEP)				10.0%		

Conclusions based on this data:

1. Our EL enrollment continues to be small but has been growing and is now at approximately 1.3%.
2. The percentage of Fluent English Proficient students continues to increase.
3. EL students continue to be provided additional language supports through all courses with continued professional development of all staff in this area.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	413	441	394	399	434	385	399	434	385	96.6	98.4	97.7
All Grades	413	441	394	399	434	385	399	434	385	96.6	98.4	97.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2658.	2664.	2663.	46.87	46.31	45.71	29.32	33.18	34.29	13.78	13.36	12.47	10.03	7.14	7.53
All Grades	N/A	N/A	N/A	46.87	46.31	45.71	29.32	33.18	34.29	13.78	13.36	12.47	10.03	7.14	7.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	42.71	45.85	43.64	50.50	47.70	49.09	6.78	6.45	7.27
All Grades	42.71	45.85	43.64	50.50	47.70	49.09	6.78	6.45	7.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	47.99	47.24	45.45	40.45	41.01	44.94	11.56	11.75	9.61
All Grades	47.99	47.24	45.45	40.45	41.01	44.94	11.56	11.75	9.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	23.37	24.42	30.13	71.36	68.89	64.16	5.28	6.68	5.71
All Grades	23.37	24.42	30.13	71.36	68.89	64.16	5.28	6.68	5.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	39.20	38.71	38.44	53.52	55.76	55.84	7.29	5.53	5.71
All Grades	39.20	38.71	38.44	53.52	55.76	55.84	7.29	5.53	5.71

Conclusions based on this data:

1. Our overall ELA scores rose slightly to 80% of students meeting or exceeding the standards in 2023-2024 compared to 79% in 2022-2023, however our students with disabilities dropped in their % of students meeting or exceeding the standard by 10%.
2. The writing strand continues to be the area with the greatest percentage of students scoring below standard.
3. The number of students scoring below standard in the listening strand decreased from 6.68% in 2022-2023 to 5.71% in 2023-2024, however this continues to be the area with the smallest % of students scoring above standard (30.13%).

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	413	441	394	397	435	383	397	435	383	96.1	98.6	97.2
All Grades	413	441	394	397	435	383	397	435	383	96.1	98.6	97.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2643.	2661.	2665.	27.20	31.72	32.64	28.46	29.20	31.07	25.19	24.83	20.10	19.14	14.25	16.19
All Grades	N/A	N/A	N/A	27.20	31.72	32.64	28.46	29.20	31.07	25.19	24.83	20.10	19.14	14.25	16.19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	32.75	31.72	35.51	52.90	56.78	54.05	14.36	11.49	10.44
All Grades	32.75	31.72	35.51	52.90	56.78	54.05	14.36	11.49	10.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	27.96	30.34	33.94	61.21	57.93	56.14	10.83	11.72	9.92
All Grades	27.96	30.34	33.94	61.21	57.93	56.14	10.83	11.72	9.92

Conclusions based on this data:

1. Students meeting or exceeding standards continued to increase from 55.66% in 2021-2022 to 60.92% in 2022-2023 to 63.71% in 2023-2024, however our percentage of students with disabilities meeting standards decreased by 3%.
2. The number of students scoring below standard in all three areas (communicating reasoning, problem solving and modeling & data analysis, and concepts & procedures) decreased from 2022-23 to 2023-2024.
3. The number of students scoring above standard in problem solving and modeling & data analysis, and communicating reasoning both increased by approximately 3.5%,

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	6	4	6
10	*	*	*	*	*	*	*	*	*	*	5	4
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										12	12	16

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	50.00	25.00	72.73	33.33	31.25	18.18	16.67	43.75	0.00	0.00	0.00	11	12	16

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	50.00	43.75	72.73	33.33	37.50	0.00	16.67	12.50	0.00	0.00	6.25	11	12	16

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	25.00	18.75	45.45	41.67	31.25	45.45	33.33	43.75	9.09	0.00	6.25	11	12	16

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	25.00	12.50	90.91	75.00	87.50	0.00	0.00	0.00	11	12	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	72.73	75.00	81.25	27.27	25.00	12.50	0.00	0.00	6.25	11	12	16

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	41.67	25.00	90.91	50.00	75.00	9.09	8.33	0.00	11	12	16

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*		*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	16.67	12.50	72.73	83.33	75.00	9.09	0.00	12.50	11	12	16

Conclusions based on this data:

1. The number of English learners remains small but does continue to increase each year. Our number of students completing the ELPAC rose from 13 to 16 students in 2023-2024.
2. The number of students scoring at an Overall Language Level 4 decreased from 50% in 2022-2023 to 25% in 2023-2024.
3. The % of students scoring in the well-developed level in the speaking domain rose slightly from 75% to 81.25% in 2023-2024. The domains with the fewest number of students scoring in the well-developed category continues to be in the listening and writing domains.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,750	**7.1%**	**1.3%**	**0.0%**
Total Number of Students enrolled in Vista del Lago High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	1.3%
Foster Youth	0	0.0%
Homeless	4	0.2%
Socioeconomically Disadvantaged	125	7.1%
Students with Disabilities	141	8.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	1.2%
American Indian	5	0.3%
Asian	516	29.5%
Filipino	49	2.8%
Hispanic	182	10.4%
Two or More Races	91	5.2%
Pacific Islander	5	0.3%
White	878	50.2%

Conclusions based on this data:

1. The percentage of enrollment of the white student group continues to decrease from previous years, to 50% in the 2023-2024 school year.

2. The number of English Learners has increased to approximately 1.3%.

3. The percentage of socioeconomically disadvantaged students has increased by approximately 2% to 7.1% in 2023-2024 school year.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Yellow
Mathematics Blue		
English Learner Progress No Performance Color		
College/Career Blue		

Conclusions based on this data:

1. We continue to see an increase in suspensions. While still low, we nearly doubled from .8% to 1.5% in 2023-2024. This continues to be an area of focus for our administrative and PBIS team.
2. Our academic performance indicators continue to be a strength, increasing in both English Language Arts and Mathematics.
3. College and career readiness continues to be a focus for our school, increasing slightly from 76.8% to 77.9% in 2023-2024. However, our students with disabilities continue to perform significantly lower than the "all students" indicator.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	3	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
81.2 points above standard	33.9 points below standard	Less than 11 Students
Maintained 0.8 points	13 Students	3 Students
381 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	6.4 points above standard
	1 Student	Declined 12.1 points
		29 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
46.2 points below standard	Less than 11 Students	Less than 11 Students
Increased 16.0 points	3 Students	2 Students
36 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Green
135.1 points above standard	86.9 points above standard	36.6 points above standard
Declined 15.6 points	Increased 32.6 points	Declined 8.0 points
121 Students	12 Students	31 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
111.2 points above standard	Less than 11 Students	53.0 points above standard
Increased 40.6 points	2 Students	Declined 4.9 points
18 Students		192 Students

Conclusions based on this data:

1. Overall student results continued to increase slightly in 2023-2024 and students overall continue to perform significantly above the standard.
2. All reported subgroups by race/ethnicity continue to score above standard, but two subgroups, students in the Asian, White, Hispanic subgroups, decreased in their points above standard between 2022-2023 and 2023-2024. Socioeconomically disadvantaged students also scored above the standard but declined by 12.1 points between 2022-2023 and 2023-2024.
3. Students with Disabilities continue to score significantly below school levels at 46.2 points below standard, but scores increased by 16 points between the 2022-2023 to and 2023-2024 school year with a decrease from 62.2 points below standard in 2022-2023 to 46.2 points below the standards in 2023-2024. This continues to be an area of focus for our team.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	3	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
38.4 points above standard	75.8 points below standard	Less than 11 Students
Increased 4.8 points	13 Students	3 Students
379 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	49.6 points below standard
	1 Student	Declined 28.9 points
		29 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
97.2 points below standard	Less than 11 Students	Less than 11 Students
Maintained 0.0 points	3 Students	2 Students
36 Students		

Asian	Filipino	Hispanic
Green	No Performance Color	Green
108.6 points above standard	50.9 points above standard	5.6 points below standard
Declined 16.0 points	Increased 29.8 points	Increased 13.8 points
121 Students	12 Students	31 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
26.8 points above standard	Less than 11 Students	2.2 points above standard
Declined 12.3 points	2 Students	Increased 3.0 points
18 Students		191 Students

Conclusions based on this data:

1. Overall student performance in mathematics continues to improve, increasing from 33.6 points above standard in 2022-2203 to 38.4 points above the standard in 2023-2024.
2. The Hispanic, Filipino, and White subgroups based on race/ethnicity experienced an increase in performance compared to 2022-2023, except for the Asian student subgroup who decreased by 16 points and students identifying as two or more races who decreased by 12.3 points..
3. Students with Disabilities continue to score significantly below school levels, but scores were maintained at 97.2 points below the standard for 2023-2024. Socioeconomically disadvantaged students declined by 28.9 points from 2022-2023 to 2023-2024. These subgroups continue to be areas of focus for our team.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
53.8% making progress.	making progress.
Number Students: 13 Students	Number Students: 9 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
23.1%	23.1%	7.7%	46.2%

Conclusions based on this data:

1. Our number of English Learners continues to increase.
2. 53.8% of our English Learners demonstrated making progress in 2023-2024.
3. 46.2% of our English Learners demonstrated progressing at least one ELPI level, while 23.1% demonstrated a decrease in performance.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	1

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
77.9 Prepared	Less than 11 Students 0	Less than 11 Students 0
Maintained 1	4 Students	3 Students
447 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students 0	47.4 Prepared
	5 Students	Declined 13.7
		38 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
29.7 Prepared	Less than 11 Students 0	Less than 11 Students 0
Increased 8.1	6 Students	2 Students
37 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
96.4 Prepared	82.4 Prepared	65.1 Prepared
Maintained 0.5	0	Increased 7.7
110 Students	17 Students	43 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
76 Prepared	0 Students	71.3 Prepared
Declined 2.3		Declined 2.1
25 Students		244 Students

Conclusions based on this data:

1. The % of students completing a-g requirements continues to increase and be an area of focus on our campus.
2. Students with disabilities being college/career ready as indicated on the dashboard continue to perform below the rest of the school, but did increase from 21.6% prepared in 2022-2023 to 29.7 % prepared in 2023-24. This continues to be an area of need and focus for our school.
3. Students who are socioeconomically disadvantaged also lag behind in the college/career readiness indicator and further decreased to 47.4% prepared in 2023-2024.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data on chronic absenteeism was provided for the 2023-2024 school year.
2. Attendance continues to be a major focus for both our school and district team.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	3

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	No Performance Color	No Performance Color
99.1% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Maintained 0.5%	4 Students	3 Students
447 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - data not displayed for privacy	92.1% graduated
	5 Students	Declined 5.1%
		38 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
94.6% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 8.1%	6 Students	2 Students
37 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
99.1% graduated	100% graduated	100% graduated
Maintained 0.1%	17 Students	Increased 3.7%
110 Students		43 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
100% graduated	0 Students	98.8% graduated
Increased 4.3%		Maintained 0.4%
25 Students		244 Students

Conclusions based on this data:

1. Our graduation rate continues to remain very high, with over 99% of students graduating.
2. Students with Disabilities graduation rates continue to lag behind the school level but did further improve from 86.5% in 2022-2023 to 94.6% in 2023-2204. This continues to be an area of focus for our team.
3. While two of our subgroups, Hispanic and Two or More Races, increased in graduation rates in the 2023-2024 school year to 100%, our socioeconomically disadvantaged students' declined by 5% to 92.1%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
1.5% suspended at least one day	4.2% suspended at least one day	0% suspended at least one day
Increased 0.7%	Increased 4.2%	13 Students
1774 Students	24 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - data not displayed for privacy	3.6% suspended at least one day
	6 Students	Increased 0.9%
		137 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
8.7% suspended at least one day	9.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 6.1%	Increased 9.1%	5 Students
150 Students	22 Students	

Asian	Filipino	Hispanic
Green	Orange	Yellow
0.8% suspended at least one day	2% suspended at least one day	2.2% suspended at least one day
Maintained 0.1%	Increased 2%	Maintained 0%
517 Students	49 Students	185 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.5% suspended at least one day
Increased 1%	6 Students	Increased 0.7%
99 Students		891 Students

Conclusions based on this data:

1. Suspension rates increased for all student groups in the 2023-2024 school year. While this continues to be an area of focus for our team, we saw an increase in student behaviors. We continue focus our PBIS work on tier 1 and 2 supports.
2. Although suspension rates increased across nearly all subgroups, our overall suspension rate remains low at 1.5%.
3. Suspension rates for students with disabilities and our African American students increased the most, increasing by 6.1% and 9.1% from 2022-2023 to 2023-2024.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Common curriculum, assessments, and targeted intervention will provide support toward content mastery.]
Increase the number of students achieving at or above grade level standards in ELA and Math, with a particular focus on increasing the number of students with disabilities achieving at or above grade level standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)
1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While the majority of our students are achieving at high levels, we still have students not meeting standards in both ELA and Math. All means 100%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase overall ELA SBAC scores by 2%	79% meeting or exceeding standards in 2022-2023, increased to 80% in 2023-2024. Students with disabilities meeting or exceeding standards was 36% in 2022-2203 but declined to 26% in 2023-2024.	For 2024-2025, over 82% of students will meet or exceed standards in ELA, and over 40% of students with disabilities meet or exceeding standards.
Increase overall Math SBAC scores by 4%	61% meeting or exceeding standards in 2022-2023, increased to 64% in 2023-2024. Students with disabilities meeting or exceeding standards was 15% in 2022-2023, increasing to 20% in 2023-2024.	For 2024-2025, over 68% of students will meet or exceed standards in Math, and over 25% of students with disabilities meet or exceeding standards.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Additional credential staff to support the coordination of intervention during the school day as well as the development of intervention strategies to support high levels of learning for all students, with a focus on ELA and math. Common formative assessments and a data analysis protocol will drive learning and intervention efforts. Mild/Mod Special Ed teachers will meet regularly with ELA, Math, and Science teachers and participate in those PLC teams.	All	9363 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .33 Intervention Teacher 2078 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for .33 Intervention Teacher
1.2	Release time and hourly pay for building PLC Team Leadership Capacity	All	8192 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly Pay for PD to build PLT leadership capacity 2712 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for hourly Pay for PD to build PLT leadership capacity
1.3	Subs to support release time for professional development and collaboration for staff to better support students with disabilities, with a focus in ELA and math.	Students with disabilities	4096 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs to support PD for better strategies to support students with special needs

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We met or exceeded the expected outcome for the 2023-2024 school year with 80% of students meeting or exceeding standards in ELA and 64% of students meeting or exceeding standards in Math.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We continue to have an identified need to more specifically focus on increasing student achievement for our students with special needs. Internally we've identified the need to build more capacity to better support the work of PLC teams and supporting this work is reflected in our strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Implement school-wide policies and practices that increase academic engagement and well-being for students.
Increase the percent of students who feel connected to, or valued by, one or more adults on campus.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)
2.01 - Increase student attendance rates and reduce chronic absenteeism.
2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.
2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We continue to see a significant increase in student mental health issues, such as anxiety and depression. The data is indicating we continue to have a need to ensure all students are connected to a trusted adult on campus who will support their success academically, socially, and emotionally.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase caring adult relationships.	Use 2021 CHKS as a baseline, with 55% of students indicating a caring adult relationship at school. 2024 CHKS indicated an increase to 62%. 2025 shows a slight decrease to 58%	5% increase in students who feel they have a caring adult relationship on campus
Increased student connectedness	Use 2022 CHKS as a baseline, with 60% of students feeling connected. 2024 CHKS indicated an increase to 68%. 2025 shows a slight decrease to 64%	5% increase in students who feel connected to school.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Professional development to support learning for classified staff in this area	All	3635 LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified staff pay 1365 LCFF - Supplemental 3000-3999: Employee Benefits classified benefits
2.2	Additional credential staff to support the coordination of intervention during the school day as well as development of intervention strategies to support academic, social, and emotional needs of all students.	All	9363 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .33 Intervention Teacher 2078 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for .33 Intervention Teacher
2.3	Additional classified staff to support the front office and increasing student needs.	All	16709 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .75 School Clerk 6832 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for .75 School Clerk 13040 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 Health Assistant 4928 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for .313 Health Assistant

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This past year we were not as successful in the implementation and effectiveness of supporting improvements in students feeling connected to our school and having a supportive adult on campus. We have a continued need for focus efforts in this area.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This area continues to be an area of need and focus for our school. We plan to continue this work through building more intentional interventions in this area (tier 2 supports).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase the number of students who are college and career ready.
Increase the percent of students completing A-G and CTE pathway/courses.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.02 - Provide professional development opportunities in quality first instruction.
3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While we continue to experience growth in this area, there is a continued need to increase the percentage of students who enroll and succeed in courses needed for A-G completion and CTE courses/pathways.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase A-G completers by 2%	2017-2018 63% of total 12th grade enrollment. 2022-2023 improved to 79.7% of students meeting a-g. Slight decrease to 76% in 2023-2024.	Our goal is to improve to over 81% of students meeting a-g requirements.
Increase CTE pathway completers by 2%	2018-2019 21.1% of total 12th grade enrollment completed a pathway and 2022 increased to 39.5%. Our school further increased to 49% of students completing a CTE pathway.	Our goal is to continue this increase, with greater than 51% of students completing a CTE pathway.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Certificated staff to manage Flextime to support students and increase achievement in A-G courses. The certificated staff member	All students	9363 LCFF - Supplemental

	(Intervention teacher) will oversee Flextime and quarterly whole-school data conversations with a focus on student progress in A-G courses.		1000-1999: Certificated Personnel Salaries .33 Intervention teacher 2078 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for .33 Intervention teacher
3.2	Classified staff to support student needs, including registration and attendance and increase student enrollment and outcomes in these programs.	All students	16708 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .75 School Clerk 6832 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for .75 School Clerk
3.3	Subs to support release time for staff development and collaboration.	All students	4096 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for release time
3.4	Hourly pay to support the increasing capacity of our PLC team leadership to ensure a systems and structures for continuous improvement.	All students	8192 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly pay for professional development 2712 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for hourly pay for professional development

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our implementation and effectiveness in this work have continued to increase our percentage of students deemed to be college and career ready. Although we had a slight decrease in students meeting a-g requirements last year, this continues to be a major focus for all staff.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The strategy to achieve this goal has been modified slightly to ensure professional development is targeted to support growth for our teachers to better support students with disabilities, as this continues to be an area of need.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have access to a curriculum aligned with state standards.
Continue the development and implementation of a guaranteed and viable curriculum based on common units of instruction utilizing the Professional Learning Community (PLC) process. Units will be built around essential standards, common learning targets, and formative and summative assessments measured by calibrated, shared rubrics in all synonymous courses.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)
4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
4.02 - Maintain schools in good repair.
4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Essential standards, common learning targets, and formative and summative assessments measured by calibrated, shared rubrics in all synonymous courses will ensure equal access to high levels of learning for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of scope and sequence for each course in each content area, which includes essential standards, common learning targets, common formative and summative assessments, and proficiency scales/success criteria.	Content area teams have established essential standards, learning targets, and assessments, but continue to be in varied places in developing a shared scope and sequence that includes common assessments and success criteria.	All ELA, Math, Science, Social Science, and World Language courses will have common assessments aligned to essential standards with defined, clear success criteria.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Professional learning and release time to support the development and refinement of essential standards, common assessments, proficiency scales, and success criteria.	All students	4096 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

			Subs for release time for staff development 15000 Other 1000-1999: Certificated Personnel Salaries Educators Effectiveness Grant - certificated staff extra hourly pay for PLC directed work
4.2	Additional credential staff to support the coordination of intervention during the school day as well as development of intervention strategies to support high levels of learning for all students.	All students	9364 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .33 Supplemental Intervention Teacher 2079 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for .33 Supplemental Intervention Teacher
4.4	Hourly pay and release time to support professional development for building our PLT leadership capacity.	All students	8192 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Hourly pay for PLC team leadership PD & capacity building 2712 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for pay to support PLC team leadership PD & capacity building
4.8			
4.9			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation and effectiveness of our professional learning community work continues to be successful with academic achievement growth for our students. We recognize a need to build leadership capacity to further support this work across the campus.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$175,815.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Supplemental	$160,815.00
Other	$15,000.00

Subtotal of state or local funds included for this school: $175,815.00

Total of federal, state, and/or local funds for this school: $175,815.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	160,815	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	160,815.00
Other	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	106,025.00
2000-2999: Classified Personnel Salaries	33,384.00
3000-3999: Employee Benefits	36,406.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	91,025.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	33,384.00
3000-3999: Employee Benefits	LCFF - Supplemental	36,406.00
1000-1999: Certificated Personnel Salaries	Other	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,441.00

Goal 2	57,950.00
Goal 3	49,981.00
Goal 4	41,443.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Kimberly Moore, Principal	Principal
Jeanine Holton, Assistant Principal, Alternate	Other School Staff
Simi Khatra	Parent or Community Member
Rhonda Franks	Parent or Community Member
Sameer Gupta	Parent or Community Member
Miranda McClurg	Classroom Teacher
Mike Henry	Parent or Community Member
Cynthia Roberts	Other School Staff
Tim TenBrink	Secondary Student
Meilani Soliven	Secondary Student
Elicia Masztal	Classroom Teacher
Michelle Baldwin	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Kimberly Moore	Principal
Jeanine Holton	Other School Staff
Jagadeesh Radhakrishnan	Parent or Community Member
Simi Khatra	Parent or Community Member
Mike Henry	Parent or Community Member
Sameer Gupta	Parent or Community Member
Miranda McClurg	Classroom Teacher
Elicia Masztal	Classroom Teacher
Michelle Baldwin	Classroom Teacher
Brian Schaubmayer	Classroom Teacher
Cynthia Roberts	Other School Staff
Tim ten Brink	Secondary Student
Meilani Soliven	Secondary Student

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. The school's annual language census.

c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 15, 2025.

Attested:

	Principal, Kimberly Moore on 5/15/2025
	SSC Chairperson, Jeanine Holton on 5/15/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Vista del Lago High School

ELAC Meeting

Thursday, 5/15/25

Minutes

Start Time: 3:33 PM

Members Present: Kimberly Moore, Jeanine Holton, Elicia Mazstal, Michelle Baldwin, Miranda McClurg, Simi Khatra, Mike Henry, and Meilani Soliven

1. Introductions & Sign-in
    a. Collected on the sign-in sheet and virtual participants included as written in

2. Recap From Our Last Meeting
    a. Links were shared & questions/concerns were gathered on the shared document

New Business:

3. Presentation of 2025-26 Single Plan for Student Achievement—Kimberly Moore
    a. Discussion-presentation was shared, identifying the new LCAP district goals, previous site SPSA goals, and a preview of the upcoming 2025-26 school year proposed goals
    b. Feedback-Questions/concerns were addressed from the collaborative input document.
        i. Goal 1: Math & English supports
        ii. Goal 2: Mental health needs decrease with connectedness. PD to be offered for classified staff in the upcoming year.
        iii. Goal 3: A-G & CTE Pathways
            1. 49% completion in CTE pathway
            2. Release time to visit other programs
            3. Increase PLC leadership capacity to ensure systems of improvement

        iv. Goal 4: PLC equitable practices in synonymous courses and PLT leadership academy

iV.

    c. Vote
        i. Simi Khatra moved to approve the SPSA goals and move forward with the next steps in the process.
        ii. Mike Henry seconded the motion
        iii. Vote was unanimous
        iv. Motion approved.

Meeting Adjourned: 3:55 PM

Vista del Lago High School

Site Council Meeting

Thursday, 5/15/25

Minutes

Start Time: 3:33 PM

Members Present: Kimberly Moore, Jeanine Holton, Elicia Mazstal, Michelle Baldwin, Miranda McClurg, Simi Khatra, Mike Henry, and Meilani Soliven

1. Introductions & Sign-in
    a. Collected on the sign-in sheet and virtual participants included as written in

2. Recap From Our Last Meeting
    a. Links were shared & questions/concerns were gathered on the shared document

New Business:

3. Presentation of 2025-26 Single Plan for Student Achievement—Kimberly Moore
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    b. Feedback-Questions/concerns were addressed from the collaborative input document.
        i. Goal 1: Math & English supports
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        iii. Goal 3: A-G & CTE Pathways
            1. 49% completion in CTE pathway
            2. Release time to visit other programs
            3. Increase PLC leadership capacity to ensure systems of improvement

        iv. Goal 4: PLC equitable practices in synonymous courses and PLT leadership academy

iV.

    c. Vote
        i. Simi Khatra moved to approve the SPSA goals and move forward with the next steps in the process.
        ii. Mike Henry seconded the motion
        iii. Vote was unanimous
        iv. Motion approved.

Meeting Adjourned: 3:55 PM

School Site Council Meeting Attendance
May 15, 2025
3:30-4:30 PM

Administration:	Signature:
Kimberly Moore	K Moore
Jeanine Holton	
Certificated:	
Miranda McClurg	
Elicia Masztal	
Michelle Baldwin	M Baldw
Brian Schaubmayer (alternate)	
Rhonda Franks	
Classified:	
Cynthia Roberts	
Parents:	
Simi Khatra	
Mike Henry	
Sameer Gupta	
Alternate if needed	
Students:	
Tim ten Brink	
Meilani Soliven	Unrailed attendance

2024-25 ELAC Members
May 15, 2025
ELAC Meeting

Administration:	
Kimberly Moore	K Moore
Jeanine Holton	
Certificated:	
Taylor Alber	
Miranda McClurg	
Elicia Masztal	
Michelle Baldwin	M Baldwin
Brian Schaubmayer (alternate)	
Classified:	
Cynthia Roberts	
Parents:	
Simi Khatra	
Mike Henry	
Sameer Gupta	
Rhonda Franks	
Jagadeesh Radhakrishnan	
Students:	
Tim TenBrink	
Meilani Soliven	emailed attendance
Community Members:	
Mike Kozlowski, Folsom Mayor	